

**Texas Education Agency  
Standard Application System (SAS)**

**2018–2020 Charter School Program High-Quality Replication**

<b>Program authority:</b>	Public Law 114-95, ESEA, as amended by the ESSA, Title IV, Part C; TEC, Chapter 12; and TAC, Chapter 100, Subchapter AA		<b>FOR TEA USE ONLY</b> Write NOGA ID here:	
<b>Grant Period:</b>	June 4, 2018 to July 31, 2020		<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2018 APR 17 PM 12:31 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>	
<b>Application deadline:</b>	5:00 p.m. Central Time, April 17, 2018			
<b>Submittal information:</b>	Applicants must submit <b>one original copy of the application with an original signature, and two copies of the application</b> , printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;">           Document Control Center, Grants Administration Division            Texas Education Agency, 1701 North Congress Ave.            Austin, TX 78701-1494         </div>			
<b>Contact information:</b>	Arnoldo Alaniz: <a href="mailto:CharterSchools@tea.texas.gov">CharterSchools@tea.texas.gov</a> ; (512) 463-9575			
<b><u>Schedule #1—General Information</u></b>				
<b>Part 1: Applicant Information</b>				
<b>Organization name</b>	<b>County-District #</b>	<b>Campus name/#</b>	<b>Amendment #</b>	
Inspired Vision Academy	057830	Inspired Vision Elementary North Campus		
<b>Vendor ID #</b>	<b>ESC Region #</b>	<b>DUNS #</b>		
	10	028242761		
<b>Mailing address</b>		<b>City</b>	<b>State</b>	<b>ZIP Code</b>
8225 Bruton Road		Dallas	TX	75217-1903
<b>Primary Contact</b>				
<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>	
Brenton	P	White	Superintendent	
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>	
2142751222	Brenton.white@aplus-cs.org		2143818259	
<b>Secondary Contact</b>				
<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>	
Shala	L	Flowers	Director of Academics	
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>	
2142751215	Shala.flowers@aplus-cs.org		2142750062	
<b>Part 2: Certification and Incorporation</b>				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

First name	M.I.	Last name	Title
Brenton	P	White	Superintendent
Telephone #	Email address		FAX #
2142751222	Brenton.white@aplus-cs.org		2143818259
Signature (blue ink preferred)		Date signed	

  
*Only the legally responsible party may sign this application*

4/17/2018

**701-18-110-009**

**Schedule #1—General Information**

County-district number or vendor ID: 057830

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application. For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4	Request for Amendment	N/A	N/A
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
13	Needs Assessment		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 057830

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Documentation of Authorization to Charter	<ul style="list-style-type: none"><li>• A copy of the local district's policy for authorizing campus charter schools (TEC §12.058); <b>AND</b></li><li>• A copy of the district's charter application for the authorized campus charter (TEC §12.058(3)); <b>AND</b></li><li>• A copy of the performance contract with the principal or chief operating officer of the campus charter (TEC §12.0531); <b>AND</b></li><li>• Either of the following:<ul style="list-style-type: none"><li>○ A copy of the contract between the school district and the entity to provide educational services to the district through the campus or program and at a facility located in the boundaries of the district (TEC §12.0521(a)(2)); <b>OR</b></li><li>○ A written statement signed by the superintendent documenting that the board of trustees authorized a district charter to a campus that received the lowest performance rating under Subchapter C, Chapter 39 (TEC §12.0522(c)); <b>OR</b></li><li>○ A written statement signed by the superintendent documenting that the board of trustees authorized the charter in accordance with another provision in TEC Chapter 12, Subchapter C.</li></ul></li></ul>
2.	Board of Trustees Approval	<ul style="list-style-type: none"><li>• A copy of the <i>approved</i> minutes from the local board of trustees meeting in which the charter was granted; <b>OR</b></li><li>• A copy of the board agenda with an action item to consider or approve the campus charter and draft minutes from the local board of trustees meeting in which the charter was granted.</li></ul>
3.	Narrative Description from Superintendent	<p>A narrative description on district letterhead signed by the superintendent which contains the following must be submitted:</p> <ul style="list-style-type: none"><li>• The mission of the campus charter;</li><li>• An explanation of the development of the district partnership with a high-quality charter school, and the rationale for the district authorizing the campus charter;</li><li>• A detailed description of the admission requirements for the campus charter; and</li><li>• A valid certificate of occupancy, or its equivalent, for the instructional facility, if the location of the campus charter has been determined.</li></ul>
4.	Federal Definition of a Public Charter School	A completed form regarding compliance with the Federal Definition of a Public Charter School must be submitted with the grant applications. (See Appendix 2.)
5.	Campus Charter Information Form	A completed Campus Charter Information Form must be submitted with the grant applications. (See Appendix 3.)
6.	Additional Assurances	A completed Additional Assurances for School District Authorizers Form (See Appendix 4.)

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**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <a href="#">General and Fiscal Guidelines</a> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <a href="#">General Provisions and Assurances</a> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <a href="#">Debarment and Suspension Certification</a> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <a href="#">Lobbying Certification</a> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID:

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures compliance with IDEA Title I, Part B, Section 613, as cited in Appendix 1.
4.	<p>The charter school's financial accounting system adheres to the following requirements:</p> <ul style="list-style-type: none"><li>• accommodates the minimum 15-digit account code mandated by the FASRG;</li><li>• generates information needed for PEIMS reporting; and</li><li>• ensures adequate accountability of state and federal funds.</li></ul> <p><u>*If the school's financial accounting system is not approved by TEA, the charter school will budget and acquire an acceptable accounting system and training with these grant funds.</u> Additionally, the school will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.</p>
5.	The charter school will maintain clear documentation and data for the school and students served by the CSP High-Quality Replication Grant Program; will comply with any reporting and evaluation requirements that may be established by the TEA; and will submit the reports in the format and manner requested by TEA's Division of Financial Compliance. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of the CSP High-Quality Replication Grant Program funds.
6.	The public charter school has on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Charter School Administration Division request a copy, the public charter school will provide such copy immediately.
7.	<p>According to Title IV, Part C of ESSA, to receive federal grant funds of any type, including U. S. Department of Education funds, the charter school must meet the following definition. By signing Schedule #1 and submitting the application, the authorized official of the public charter school certifies that each of the statements below is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.</p> <p>A charter school means a public school that:</p> <ol style="list-style-type: none"><li>1. In accordance with TEC Chapter 12, is exempt from significant state or local rules that inhibit the flexible operation and management of the school, but not from any rules relating to the other requirements of this section.</li><li>2. Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction.</li><li>3. Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency.</li><li>4. Provides a program of elementary or secondary education, or both.</li><li>5. Is nonsectarian in its programs, admission policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution.</li><li>6. Does not charge tuition.</li><li>7. Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), Section 444 of the General Education Provisions Act (20 U.S.C. 1232g) (commonly referred to as the "Family Educational Rights and Privacy Act of 1974"), and Part B of the Individuals with Disabilities Education Act.</li></ol>

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	<p>8. Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated.</p> <p>9. Agrees to comply with the same federal and state audit requirements as do other elementary schools and secondary schools in the state, unless such requirements are specifically waived for the purposes of this program.</p> <p>10. Meets all applicable federal, state, and local health and safety requirements.</p> <p>11. Operates in accordance with state law.</p> <p>12. Has a written performance contract with the authorized public chartering agency in the state that includes a description of how student performance will be measured in charter schools pursuant to state assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public charter agency and the charter school.</p>
8.	<p>Charters established under TEC Chapter 12, Subchapter C, must also comply with the following:</p> <ul style="list-style-type: none"> <li>a. Campus charter schools, must use funds to supplement (increase the level of services) and not supplant (replace) funds from federal, state, and local funds for similar activities. Any program activity required by state law, State Board of Education (SBOE) rules, or local board policy may not be paid with these funds. State or local funds may not be decreased or diverted for other uses merely because of the availability of these funds. Grantees must maintain documentation which clearly demonstrates the supplementary nature of these funds.</li> <li>b. The campus charter will be established according to and in compliance with TEC, Chapter 12, Subchapter C, Sections 12.051-12.065.</li> <li>c. The campus charter school will be designated as a campus charter in the Texas Education Agency (TEA) organizational database, AskTED, prior to operating as a campus charter for the 2018-2019 school year.</li> <li>d. As per Title V, Part B, Subpart 1, Section 5204(f)(4)(B), a local education agency (LEA) may not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the eligible applicant enters voluntarily into a mutually agreed upon arrangement for administrative services with the relevant LEA. Absent such approval, the LEA shall distribute all subgrant funds to the eligible applicant without delay.</li> </ul> <p>The campus charter will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus charter school and their input with regard to the school's curriculum, calendar, budget, and daily operations. This autonomy will be <b><u>above and beyond the degree of flexibility and autonomy afforded to traditional campuses</u></b> within the district.</p>

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**Schedule #4—Request for Amendment**

County-district number or vendor ID:

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total costs:		\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID:

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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### Schedule #5—Program Executive Summary

County-district number or vendor ID: 057830

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Inspired Vision currently operates an elementary campus with two locations and a secondary campus. The first Inspired Vision Elementary opened in 2000 and has met standard each year for the past 17 years. Inspired Vision has a large waitlist of students seeking enrollment in the district but our campuses are at capacity. The district has a cap that allows us to educate up to 1700 students but has a current enrollment of around 1350. We have submitted an amendment seeking approval to open a new elementary campus, Inspired Vision Elementary North Campus, in the fall of 2018 to offer a high quality educational program to additional students in our area. The north campus would enroll 50 students per grade level in grades Prekindergarten through 3<sup>rd</sup> grade for the 2018-2019 school year for a total enrollment of 250 students. The North campus would expand to add 4<sup>th</sup> grade in 2019-2020 for a total enrollment of 300 students. The campus would add an additional grade level each year until reaching Pk-6<sup>th</sup> grade with a capacity of 400 students. This campus would align with our other elementary campuses in a feeder pattern into Inspired Vision Secondary School to allow students to complete their middle school and high school education.

The Inspired Vision Elementary North Campus is currently seeking to acquire property that will be located within five miles of four IR campuses, one of which will be closing spring 2018. Southeast Dallas is an area with high poverty, minority and second language households. The schools in this area have consistently struggled to educate their students successfully due to the challenges in educating low socio-economic, minority and second language students. Dr. Michael Crow from Arizona State University says "Talent is equally distributed but opportunity is not." Inspired Vision believes that it is the schools job to provide the opportunity and support to allow each student to develop their talents. Our population has basic survival needs that must be met before they are able to concentrate on learning. Inspired Vision partners with local community organizations to provide for the needs of students and their families. These local community organizations provide backpacks of kid friendly foods for students to take home over the weekend, groceries for families that are in need, toys for children, and even prom attire for low income students that may not have proper clothing. We have partnered with local organizations to offer parenting classes and family nutrition training. The school has incorporated family literacy classes and ESL classes for parents to encourage parents to talk and read with their children. The school has to provide direction and support for families in order to overcome the obstacles that stand in the way of student success. Our approach to engaging the whole community and family in the education and support of each child has proven successful in helping our students succeed. Inspired Vision Secondary School offers free dual credit opportunities for students, has consistently graduated 98% or more of students entering 9th grade, and has many former students attending universities across our country thus fulfilling the district mission to develop responsible, self-sufficient citizens.

The Inspired Vision Elementary North Campus will pattern its curricular program after the current Inspired Vision Elementary campus which has a proven record of success with students in this neighborhood and will offer a successful alternative to elementary parents seeking to enroll their students in a high quality program that will lead to graduation and post-secondary educational opportunities. Inspired Vision utilizes TCMPC TEKS Resource System which aligns the state curriculum in an coherent sequence throughout the academic year, shows vertical alignment and breaks content down by unit. The district has developed curriculum documents that assist teachers in teaching content and align the units to curriculum resources that are available in the district. Instructional units are aligned to common unit assessments that have been created by teacher teams in collaboration with district personnel.

High quality instruction utilizing best practices in the four core areas are employed in our educational model. Our balanced literacy approach incorporates the read aloud, guided reading, shared reading, interactive writing, shared writing, and emphasizes a strong focus on phonics and intensive small group instruction. Impactful centers for small group, paired and independent work are created for students to participate in reading workshops, writing workshops and word work. The student develops independence as well as collaboration skills in carefully structured activities. In small groups, teachers use effective phonics and decoding curriculum to teach the prerequisite reading skills for developing on grade level reading fluency and comprehension. Achieve 3000 is utilized by teachers to provide additional, targeted, small group instruction to students who receive BE, ESL and/or SPED services. A bydos writing has been implemented throughout the district. District employees act as trainers and facilitators to make sure that students are writing across the curriculum. Using the pedagogy and research-based strategies provided, teachers use a reading and writing integrated approach to engage students even in early elementary grade levels in expository, informational and persuasive writing and the revising/editing process. This approach begins preparing students for success on the 4<sup>th</sup> grade expository writing STAAR test as early as Kindergarten or 1<sup>st</sup> Grade.

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### Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 057830

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Math instruction utilizes Pearson curriculum resources that provide problem-based learning to facilitates productive struggle strengthening students' ability to think mathematically. Lessons are broken up into short whole group followed by intensive small group instruction utilizing guided math lessons in which the teacher supports each student's development of mathematical proficiency at increasing levels of difficulty. Again, flexible small groups are utilized where the teacher focuses on particular concepts, strategies or skills and facilitates the learning through hands-on, scaffolded activities and questioning. Guided math allows the teacher to differentiate instruction to allow the learner to work in their zone of proximal development so they can learn exactly what they need to know at their instructional level.

Science instruction utilizes Stem Scopes based on the 5E model which engages students through demonstrations and real life applications of content. Students conduct investigations that allows them to build their own understanding of the curriculum from new experiences and ideas interacting directly with natural phenomena and data collected through experimentation. Elementary science requires extensive hands-on exploration to allow students time to participate in descriptive, comparative and experimental investigations and to develop an understanding of the natural world. A science lab is set up to provide laboratory time in a controlled environment for all students beginning with preschool but teachers utilize classrooms as well as the outdoors to supplement their laboratory time. Collaborative grouping strategies are used for exploration and sharing their explanations of the exploration activities. Students are challenged to extend their conceptual understanding and apply their new skills. Students are evaluated for mastery by demonstrating their learning in writing through utilization of ELA standards. Science notebooks provide structure for the process of learning and integrating new concepts, communicating new understandings and receiving feedback.

Social studies learning is built around state standards with the purpose of enabling students to understand, participate in and make informed decisions about the world around them. Pearson social studies curriculum uses storytelling to engage students with individuals whose life is related to the content studied. Hands-on activities and real-life stories help students discover social studies and make connections with their own lives. Myworld begins with the world around the student making connections with what they know and have experienced and then expands their knowledge to cities, states and countries. Social studies content allows young learners to explain relationships with their world, understand how others live and understand connections to the past. Thoughtful activities allow students to be an active participant and develop problem solving and decision making skills understanding issues and how they affect people and making value judgements by creating their own perspective.

Assessment is a necessary and useful tool for assuring that students have mastered the concepts needed to move on to the next grade level and be successful. Teachers utilize writing assignments, performance tasks and a variety of other formative assessment strategies to determine what students know and do not know. Inspired Vision district utilizes year at a glance calendars tied to common unit assessments to identify areas of the curriculum that students may be struggling with and areas where students display mastery. MAP testing is given 3 times per year. MAP Growth measures what students know and what they are ready to learn. It measures student growth between testing events and shows projected proficiency on state assessments. MAP testing has a strong correlation and predictability for determining if a student will not meet, approach, meet or master grade level standards on the spring STAAR test. This allows the school to begin intervening with a student as early as the fall of 2nd grade to assure that students meet standard on 3rd grade STAAR testing and beyond. MAP Skills testing drills down to pinpoint specific gaps in student learning and helps teachers identify what skills that students need to be successful. This information can be used to adjust instruction and monitor student progress toward mastery. Pathblazer is used as a curricular resource to assist the classroom teacher, coaches and interventionists in accelerating instruction for students who are working below grade level and reteaching students who are missing skills or struggling with a particular concept.

Inspired Vision has an integrated plan to meet the needs of the students in Southeast Dallas. This grant funding will assist in the opening of the new campus by allowing for a campus principal and secretary to be hired to begin planning the day-to-day operations of the North campus, purchasing banners, signs, flyers and advertisement to alert the community about the new campus, purchasing and installing camera, network and phone systems, purchasing needed furniture, technology and curricular resources to be utilized in instruction. Support from the grant will allow the district to open a new campus to serve the students of Southeast Dallas will minimum expenses.

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By TEA staff person:

**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 057830

Amendment # (for amendments only):

Program authority: Public Law 114-95, ESEA, as amended by the ESSA, Title IV, Part C; TEC, Chapter 12; and TAC, Chapter 100, Subchapter AA

Grant period: June 4, 2018 to July 31, 2020

Fund code: 258

**Budget Summary**

Schedule #	Title	Class/ Object Code	Planning Activity: Direct Program Costs	Implementation Activity: Direct Program Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	\$32,000	\$0	\$32,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$44,000	\$0	\$44,000
Schedule #9	Supplies and Materials (6300)	6300	\$19,534	\$	\$19,534
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$304,466	\$	\$304,466
Grand total of budgeted costs (add all entries in each column):			<b>\$400,000</b>	<b>\$0</b>	<b>\$400,000</b>

No administrative costs (direct or indirect) may be charged to this grant program.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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### Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 057830				Amendment # (for amendments only):		
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Planning Activity Costs	Implementation Activity Costs	Total Budgeted Costs	
<b>Academic/Instructional</b>						
1 Teacher			\$	\$	\$	
2 Educational aide			\$	\$	\$	
3 Tutor			\$	\$	\$	
<b>Program Management and Administration</b>						
4 Project director/ Campus principal	1		\$22,000	\$0	\$22,000	
5 Project coordinator			\$	\$	\$	
6 Teacher facilitator			\$	\$	\$	
7 Teacher supervisor			\$	\$	\$	
8 Secretary/administrative assistant	1		\$10,000	\$0	\$10,000	
9 Data entry clerk			\$	\$	\$	
10 Grant accountant/bookkeeper			\$	\$	\$	
11 Evaluator/evaluation specialist			\$	\$	\$	
<b>Auxiliary</b>						
12 Counselor			\$	\$	\$	
13 Social worker			\$	\$	\$	
14 Community liaison/parent coordinator			\$	\$	\$	
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>						
15						
16						
17						
18						
19						
20						
<b>Other Employee Positions</b>						
21 Title			\$	\$	\$	
22 Title			\$	\$	\$	
23 Title			\$	\$	\$	
24	Subtotal employee costs:		\$	\$	\$	
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>						
25 6112	Substitute pay		\$	\$	\$	
26 6119	Professional staff extra-duty pay		\$	\$	\$	
27 6121	Support staff extra-duty pay		\$	\$	\$	
28 6140	Employee benefits		\$	\$	\$	
29 61XX	Tuition remission (IHEs only)		\$	\$	\$	
30	Subtotal substitute, extra-duty, benefits costs		\$	\$	\$	
31	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>		<b>\$32000</b>	<b>\$</b>	<b>\$32000</b>	

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 057830

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

**Professional and Contracted Services**

#	Description of Service and Purpose	Planning Activity Costs	Implementation Activity Costs	Total Budgeted Costs
1	Purchase and Installation of cameras, network and phone	\$35,000	\$	\$35,000
2	Delivery and setup of furniture	\$9,000	\$	\$9,000
3		\$	\$	\$
4		\$	\$	\$
5		\$	\$	\$
6		\$	\$	\$
7		\$	\$	\$
8		\$	\$	\$
9		\$	\$	\$
10		\$	\$	\$
11		\$	\$	\$
12		\$	\$	\$
13		\$	\$	\$
14		\$	\$	\$
<b>a. Subtotal of professional and contracted services:</b>		\$	\$	\$35,000
<b>b. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$	\$	\$
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$44,000</b>	<b>\$</b>	<b>\$44,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 057830

Amendment number (for amendments only):

**Supplies and Materials Requiring Specific Approval**

#	Description of Supplies and Materials (Add additional lines as needed)	Planning Activity Costs	Implementation Activity Costs	Total Budgeted Costs
1	Marketing materials	\$5,000	\$0	\$5,000
2	Instructional resources and reading materials	\$14,534	\$	\$14,534
3		\$	\$	\$
4		\$	\$	\$
5		\$	\$	\$
6		\$	\$	\$
7		\$	\$	\$
8		\$	\$	\$
9		\$	\$	\$
10		\$	\$	\$
11		\$	\$	\$
12		\$	\$	\$
13		\$	\$	\$
14		\$	\$	\$
15		\$	\$	\$
16		\$	\$	\$
17		\$	\$	\$
18		\$	\$	\$
19		\$	\$	\$
20		\$	\$	\$
<b>Grand total</b>		<b>\$19,534</b>	<b>\$0</b>	<b>\$19,534</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #10—Other Operating Costs (6400)**

County-District Number or Vendor ID:		Amendment number (for amendments only):		
Expense Item Description		Planning Activity Costs	Implementation Activity Costs	Total Budgeted Costs
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$	\$	\$
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$	\$
<b>Grand total:</b>		<b>\$</b>	<b>\$</b>	<b>\$0</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #11—Capital Outlay (6600)**

County-District Number or Vendor ID: 057830

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Planning Activity Costs	Implementation Activity Costs	Total Budgeted Costs
<b>6669—Library Books and Media (capitalized and controlled by library)</b>						
1		N/A	N/A	\$	\$	\$
<b>66XX—Computing Devices, capitalized</b>						
2	Desktops	70	\$831	\$58,170	\$	\$58,170
3	Digital interactive flat panel display	15	\$4410	\$66,150	\$	\$66,150
4	IPad mini 10 pack	10	\$3860	\$38,600	\$	\$38,600
5	Chrome books	20	\$270	\$5400	\$	\$5400
6			\$	\$	\$	\$
7			\$	\$	\$	\$
<b>66XX—Software, capitalized</b>						
8			\$	\$	\$	\$
9			\$	\$	\$	\$
10			\$	\$	\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>						
11	Student desks	200	\$154	\$30,800	\$	\$30,800
12	Staff desks	20	\$451	\$9020	\$	\$9020
13	Student chairs	300	\$43	\$12,900	\$	\$12,900
14	Staff chairs	20	\$92	\$1840	\$	\$1840
15	Cafeteria tables	20	\$1439	\$28,780	\$	\$28,780
16	Bookcases	30	\$275	\$8250	\$	\$8250
17	White Boards	15	\$308	\$4620	\$	\$4620
18	Classroom tables	24	\$252	\$6048	\$	\$6048
19	Classroom tables- computer lab	6	\$227	\$1362	\$	\$1362
20	Filing cabinets	20	\$156	\$3120	\$	\$3120
21	Storage cabinet with lock	4	\$300	\$1200		\$1200
22	Guest Chairs	8	\$134	\$1072		\$1072
23	Round table	1	\$191	\$191		\$191
24	Executive chair	9	\$119	\$1071		\$1071
25	Executive desk set	1	\$1430	\$1430		\$1430
26	Medical cot	1	\$418	\$418		\$418
27	Waiting room chairs	6	\$577	\$3462		\$3462
28	Conference table	1	\$839	\$839		\$839
29	Lounge table	1	\$765	\$765		\$765
30	Tapered arm chairs	6	\$283	\$1698		\$1698
31	Area Rugs	10	\$479	\$4790		\$4790
32	Book stands	10	\$249	\$2490		\$2490
33	Storage Units	20	\$499	\$9980		\$9980
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>						
				\$	\$	\$
<b>Grand total:</b>				<b>\$</b>	<b>\$</b>	<b>\$304,466</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 057830

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Inspired Vision Elementary North Campus, while in the planning stages, has identified the need for additional campuses in Southeast Dallas. The current Inspired Vision campuses have a large waitlist of students seeking to enroll in our district but our space is limited. A new campus would allow us to accommodate up to 400 additional students over the next four years. Currently, this new campus would be within five miles of four IR campuses, at least one of which will be closing this spring. This area primarily serves educationally disadvantaged students who are mostly low socio-economic and minority. A large percentage of the population are English language learners. A plan to acquire a building, equip a building to serve students, acquire curriculum and appropriate resources for instruction, hire staff and enroll students has been created for the opening of this campus. Needs are prioritize according to a time table that must be followed in order to ready the campus to open in the fall of 2018. A campus administrator and secretary would be hired to begin hiring staff, enrolling students and planning for the academic year. Marketing would need to order materials and finalize a plan to let the community know about the new campus and invite parents to enroll their students. Furniture, Supplies, Curriculum, and Resources would need to be purchased. Technology would be purchased and contractors hired to install the cameras, network and phone systems needed.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 057830

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Hire a campus principal and an administrative assistant to begin planning for the school year, hiring staff and enrolling students.	Grant money would be used to pay two salaries to hire a campus administrator and secretary to begin to plan, hire, enroll and organize the campus to open fall of 2018.
2.	Market the new campus to attract students to enroll.	Grant money would be used to create banners, yard signs, flyers, etc. and utilize other marketing strategies to get the word out to our community about the new elementary campus opening and available to serve students PK-3.
3.	Acquire furniture needed to open the new campus.	Grant money would be used to purchase desks, tables, chairs, white boards, book cases and any other furniture that might be needed to equip the campus for opening.
4.	Acquire non-consumable educational materials and resources to ready the campus to serve students.	Non-consumable educational materials including teacher resources, textbooks, manipulatives, and reading materials would be acquired utilizing grant funds.
5.	Acquire appropriate technology for teachers and students including digital interact flat panel display, desktops, chrome books and iPad minis and purchase and install cameras, networks and phones.	Grant money would be used to purchase the technology needed for school business and instruction of students which would include digital interactive flat panel displays, teacher chrome books, desktops, and iPad minis. A contractor would be hired to install camera, network and phone systems.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 057830

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Campus Principal- project director	Principal certification, campus administrator experience, teaching experience with elementary students
2.	Secretary/Admin. Assistant	Secretarial/ Administrative assistant experience

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Hire campus principal and administrative assistant to begin working prior to 7/2/2018.	1. Campus principal has been hired	06/04/2018	06/29/2018
		2. Administrative assistant has been hired	06/04/2018	06/29/2018
		3. Principal and admin assistant begin work	06/04/2018	07/02/2018
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
2.	Market the campus to increase interest in the community and enroll 250 students by 8/01/2018.	1. Create a marketing plan	06/04/2018	06/11/2018
		2. Order marketing materials- banners, yard signs, flyers, etc.	06/04/2018	06/15/2018
		3. Post signs and distribute materials	06/20/2018	09/01/2018
		4. Enroll 250 students	06/04/2018	08/01/2018
		5. Hold parent and community meetings	06/04/2018	09/01/2018
3.	Acquire furniture, needed to open the new campus by 08/10/2018.	1. Contact vendors who are a part of our purchasing cooperative to obtain estimates for furniture.	06/04/2018	06/21/2018
		2. Obtain permission from the board of directors to make furniture purchases over \$50,000.	06/04/2018	06/21/2018
		3. Create a purchase order for the furniture	06/21/2018	06/25/2018
		4. Order furniture and set delivery and install date	06/25/2018	08/10/2018
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	Acquire non-consumable educational materials and resources by 08/10/2018.	1. Create a list of resources that are needed by the campus and sources of funding available to purchase.	06/04/2018	06/11/2018
		2. Gather prices for resources and determine which will be purchased from this grant	06/04/2018	06/11/2018
		3. Create purchase orders for the resources	06/11/2018	06/15/2018
		4. Order the resources and set delivery date	06/18/2018	08/10/2018
		5.	XX/XX/XXXX	XX/XX/XXXX
5.	Acquire outlined technology for staff and students by 08/10/2018.	1. Contact vendors who are a part of our purchasing cooperative to obtain estimates	06/04/2018	06/20/2018
		2. Obtain permission from the board of directors to make technology purchases over \$50,000.	06/04/2018	06/21/2018
		3. Create purchase orders for the purchase of technology	06/21/2018	06/25/2018
		4. Order technology and set delivery date	06/25/2018	08/10/2018
		5.	XX/XX/XXXX	XX/XX/XXXX

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 057830

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Campus or department/project plans outline smart goals that include person responsible and deadline for completion as well as steps to be taken. District and Campus level meetings are held weekly to review current progress toward the goals set. Each member of the team communicates updates on where they are in the process of accomplishing the goals assigned to them. When it becomes necessary to adjust the goals and objectives, the involved personnel discuss the setback and how it will be overcome. They determine how the goals and objectives will be modified in order to obtain the desired outcome. Once goals have been adjusted, the person in charge of that area would communicate with all stakeholders and obtain feedback as to the most efficient way to successfully pursue the goals set and a new plan or adjustment to the current plan would be laid out with new milestones and deadlines. The campus administrator would usually be the person who would communicate with and obtain feedback from the teachers, students, parents and possibly the community. The district will monitor campus progress toward achieving the goals for the new campus that are established by the district and outlined in this grant.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The first Inspired Vision elementary school was started in 2000 and has been a successful campus meeting standard each year for the past 17 years. Inspired Vision successfully opened a satellite campus in fall of 2017 with an enrollment of 200 students. This campus opening has given us an outline of what is needed and how to plan for a new campus to allow effective use of grant funds. The opportunity to obtain this new location for fall of 2018 has presented itself. Inspired Vision is committed to opening this new campus and is currently in negotiation for the property needed. An amendment has been filed and we await approval of the expansion amendment. Inspired Vision staff will continue to work toward the opening of the new campus without the grant funding but the grant funding that has been made available will make the opening of a new campus much easier as it provide the funding to obtain a large portion of materials and personnel that is needed. Project participants will have clearly defined responsibilities which they will report on weekly to show progress of the project. The new campus personnel will have daily support from district personnel who will assist in every aspect of the project to provide direction and coordination.

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### Schedule #15—Project Evaluation

County-district number or vendor ID: 057830

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	MAP testing is used to assess students 3 times per year to gauge where they begin and what growth has been made through the year. STAAR assessments will also show growth and mastery at the end of the year. Common Assessments are used to gauge mastery at the end of each unit.		MAP testing from beginning to middle of the year and middle to end of the year should show at least the expected growth for every student. Each unit assessment should show that students have mastered the TEKS covered in that unit. Each student is expected to score 70% or better on unit assessments.
			MAP testing shows that students have mastered on grade level content at the end of the year. STAAR assessment will also be used to show mastery of on grade level content.
			Any concepts that students do not score well on should be retaught and reassessed.
2.	Student Attendance is monitored via TxEIS		Student attendance for the campus should be 96% or better in each grade level.
			Individual students will be called when absent and truancy measure will begin once a student has 3 absences.
			A comprehensive plan for truancy prevention is being used.
3.	Climate surveys are sent out to staff twice each year to gather feedback on campus climate and ways to improve the campus.		Staff should agree or strongly agree with statements concerning campus climate.
			Issues that are noted on campus climate will be discussed and solutions will be sought to improve areas of concern.
4.	Parent and Community feedback is solicited monthly through our parent organization and community partnerships.		Parent and Community feedback is obtained and considered as a part of the campus plan.
			Meeting Agenda and minutes are reviewed and opportunities are taken to address concerns that parents have brought to the campus.
			Parent meeting sign-ins show 70% parent participation during the year.
5.	Campus Accountability data will be reviewed at the end of each academic year to ensure that the campus is high quality and performing at expected levels.		Campus met standard on regular accountability
			Areas for improvement are identified and a comprehensive plan is created to address areas of concern.

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 057830

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe the roles and responsibilities of the eligible applicant, any partner organizations, and charter management organizations, as applicable, including the administrative and contractual roles and responsibilities of such partners.

**Note:** All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Inspired Vision operates as a charter school based on a charter that was granted by the Texas Education Agency to the charter holder A+Charter Schools, Inc. which oversees the operation of A+ Academy and Inspired Vision Academy Charter Schools. Our campuses are not contracted with other partner organizations or a charter management organization. All aspects of our operations are overseen by the Board of Directors of A+ Charter Schools, Inc. and all day to day operations are run by employees of the district.

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### Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057830

Amendment # (for amendments only):

**Statutory Requirement 2:** Describe the quality controls agreed to between the eligible applicant and the authorized public chartering agency involved, such as a contract or performance agreement, how a school's performance in the state's accountability system and impact on student achievement (which may include student academic growth) will be one of the most important factors for renewal or revocation of the school's charter, and how TEA and the authorized public chartering agency involved will reserve the right to revoke or not renew a school's charter based on financial, structural, or operational factors involving the management of the school.

**Note: All applicants must address this statutory requirement.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Inspired Vision Elementary North Campus will operate under all federal, sstate and local guidelines as they apply to charter schools and will follow the outline of our currently accepted charter. The campus would operate under standard accountability measures as outlined by the TEA and would be expected to demonstrate an impact on student achievement by meeting standard. Inspired Vision currently meets standard in all areas and while expectation is that the new campus will continue to achieve that expected level of impact, A+ Charter Schools, Inc., the charter holder, understands that Inspired Vision Elementary North Campus must meet all requirements set for charter schools in order to continue operation. Inspired Vision acknowledges that TEA reserves the right to revoke or not renew the school's charter based on failure to meet standard in academic, financial, structural or operational factors.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 057830

Amendment # (for amendments only):

**Statutory Requirement 3:** Describe how the autonomy and flexibility granted to the proposed charter school campus is consistent with the definition of a charter school in Section 4310, including how the proposed charter school campus will have a high degree of autonomy over budget and operations and personnel decisions. Include a detailed description of the ways in which the proposed charter school campus will be permitted to govern autonomously, as evidenced by the day-to-day decision makers at the campus and their input with regard to the school's curriculum, calendar, budget, and daily operations. For a charter school campus authorized by the local board of trustees pursuant to TEC, Chapter 12, Subchapter C, describe how this autonomy is above and beyond the degree of flexibility and autonomy afforded to traditional campuses within the school district.

**Note:** All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Home Office staff will interview and hire the principal for Inspired Vision Elementary North Campus. The district currently has several certified principals who are in an assistant principal capacity that will be considered as a leader for the new campus. Once a qualified, certified principal is found, they will begin to plan the opening and initial year of the campus. The district will provide support and coaching for the new principal during this process. The new principal will begin hiring teachers and staff. When teachers and staff have been hired, the campus principal along with district support will work with the staff to establish the academic program, campus procedures, etc. Campus teams will be established to support and advise the campus administration on use of budget, day to day operations and personnel decisions. The campus teams will be represented on district advisory committees that create the calendar and make decisions on the school's curriculum. The budget is developed by the campus leaders in conjunction with the business office of the district. The campus will do a comprehensive needs assessment which will be used to drive the budget, make personnel decisions and guide the actions of campus staff.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057830

Amendment # (for amendments only):

**Statutory Requirement 4:** Describe how the eligible applicant will solicit and consider input from parents and other members of the community on the implementation and operation of the proposed charter school campus.

**Note: All applicants must address this statutory requirement.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The principal will schedule meetings with parents and community members beginning during the implementation phase to provide information and gather feedback on the implementation and operation of the North campus. A parent organization will be formed and will meet each month to provide a forum for exchange of ideas, and to solicit feedback from parents and community members. Parent and student surveys will be used to get input from stakeholders on their ideas and concerns. School-parent-student compacts will be created and all participants will agree and have a voice in the partnership to educate our students. A current needs assessment utilizing feedback from stakeholders, in-depth knowledge of the community and experience from the other Inspired Vision campuses in the neighborhood will be created and utilized to formulate a comprehensive campus plan for the initial operating year. The principal will participate as a part of the district planning and utilize feedback from parents and community to inform decisions that are made for the campus and the district. The district is very involved with social organizations, community organizations and resources in Southeast Dallas to gather information and support from the community and provide additional sorces of support for our students and family.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057830

Amendment # (for amendments only):

**Statutory Requirement 5:** Describe the eligible applicant's planned activities and expenditures of grant funds to open and prepare for the operation of the proposed high-quality charter school campus, and how the eligible applicant will maintain financial sustainability after the end of the grant period.

**Note:** All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The planned activities for this grant include hiring a principal and secretary as early as June to begin the planning for the school year, hiring of staff, marketing of the new campus and ultimately the enrolling of students. Grant funds will be used to purchase promotional materials such as banners, yard signs and flyers to advertise the new campus and generate community and parent interest in the campus. Grant funding will also be used to acquire furniture to set up offices, cafeterias, and classrooms to serve students and parents. Funds will be used to purchase tables, chairs, bookcases, white boards, library centers, organizational furniture, and classroom rugs amongst other items. A small amount of grant funds will be coordinated with other funds such as IMA and local funds to purchase non-consumable curricular resources for teachers to use in the classroom. The final use of grant funds will be to purchase technology for the campus and install the systems needed. Desktops will be purchased for offices, computer labs and classroom use. Chromebooks will be purchased for the teachers to utilize in planning and implementation of instruction. Flat panel digital interactive displays will be utilized in the integration of technology in each classroom. iPad minis will be used for students to work independently and in groups on educational program.

The educational program created with the use of grant funds is easily financially sustained after the grant period as the school will have federal and state funding that will be generated by ADA and the student population that is being served. The campus will be self sustaining and in good financial standing because of the ability to use grant money to off-set start-up costs instead of having to expend the additional money needed to start a new campus.

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By TEA staff person:

**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057830

Amendment # (for amendments only):

**Statutory Requirement 6:** Describe how the eligible applicant will support the use of effective parent, family, and community engagement strategies to operate the proposed charter school campus.

**Note: All applicants must address this statutory requirement.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A parent organization will be formed and will meet each month to provide a forum for exchange of ideas, and to solicit feedback from parents and community members. Parent nights will include programs for literacy, math, and science including Latino literacy programs and parents as teachers incorporating ways to support learning in the home environment. Inspired Vision partners with community organizations to provide parents learning opportunities such as parenting classes, nutrition classes and ESL classes. Parent-Teacher-Student conferences will be held throughout the year to keep parents updated on student progress. Parents and community members will be offered opportunities to engage in school activities and will be encouraged to volunteer. Inspired Vision also engages with the community around us as participants in national night out, community events such as the Cinco de Mayo parade and the Southeast Dallas Golf Classic, community groups such as Southeast Dallas Chamber of Commerce, and the Southeast Dallas Hispanic Chamber. Inspired Vision coordinates with community resources such as local food pantries and social organizations such as Salvation Army after school program to provide additional resources to our families who are in need.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057830

Amendment # (for amendments only):

**Statutory Requirement 7:** Describe the eligible applicant's plan for meeting the transportation needs of the students at the proposed charter school campus.**Note: All applicants must address this statutory requirement.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

While Inspired Vision does not operate bus routes to transport students to and from school, we will budget funds to provide transportation in special circumstances such as homelessness or for students who may have special needs. Inspired Vision owns several buses that are used for transportation of students to special events such as field trips, community engagement opportunities and college opportunities. Students are bused daily to other campuses for internships, and after school programs and to the local community college for dual credit opportunities.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 057830

Amendment # (for amendments only):

**Statutory Requirement 8:** Describe and justify any requests for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any state or local rules, generally applicable to public schools, that the applicant proposes to be waived or otherwise not apply to the school.

**Note:** All applicants must address this statutory requirement.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Inspired Vision Elementary North Campus will operate under all statutes and rules that are generally applicable to charter schools and follow the outline of our charter. We are not requesting any waivers of Federal statutory or regulatory provisions or state or local rules that are generally applicable to charter schools.

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By TEA staff person:

### Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 057830

Amendment # (for amendments only):

**TEA Program Requirement 1: Population to be Served in 2018–2019.** Provide the number of students in each grade, by type of charter school campus, projected to be served under the grant program in 2018–2019. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
District-Authorized Charter School Campus															
State-Authorized Charter School Campus Applying for HQ Campus Designation	50	50	50	50	50										250
<b>TOTAL:</b>	50	50	50	50	50										250
<b>Total Staff</b>															20
<b>Total Parents</b>															250
<b>Total Families</b>															150

**TEA Program Requirement 2: Population to be Served in 2019–2020.** Provide the number of students in each grade, by type of charter school campus, projected to be served under the grant program in 2019–2020. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
District-Authorized Charter School Campus															
State-Authorized Charter School Campus Applying for HQ Campus Designation	50	50	50	50	50	50									300
<b>TOTAL:</b>	50	50	50	50	50	50									300
<b>Total Staff</b>															23
<b>Total Parents</b>															275
<b>Total Families</b>															175

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 057830

Amendment # (for amendments only):

**TEA Program Requirement 3:** Provide the names and nine-digit county/district/campus numbers of the *Improvement Required* schools identified in the most recent accountability ratings near the proposed charter school campus that serve the same grade levels that the proposed charter school campus will in 2018-2019. For each *Improvement Required* school listed, include the distance from the proposed charter school campus.

Please see <https://rptsvr1.tea.texas.gov/perfreport/account/index.html> for more information. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

	District Name	Campus Name	9 Digit CDC Number	Distance (in miles)
1.	Dallas	Edward Titche Elementary	057905216	1.7
2.	Charter	Founder's Classical Academy of Dallas	221801049	0
3.	Charter	Founder's Classical Academy of Mesquite	221801061	4.5
4.	Charter	Legacy Preparatory Charter Academy	057846001	1.8
5.				
6.				
7.				
8.				

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID:

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID:

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID:

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID:

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID:

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Ttruancy**

#	Strategies for Absenteeism/Ttruancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID:

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID:

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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